

Coaching Through Indistar[®]

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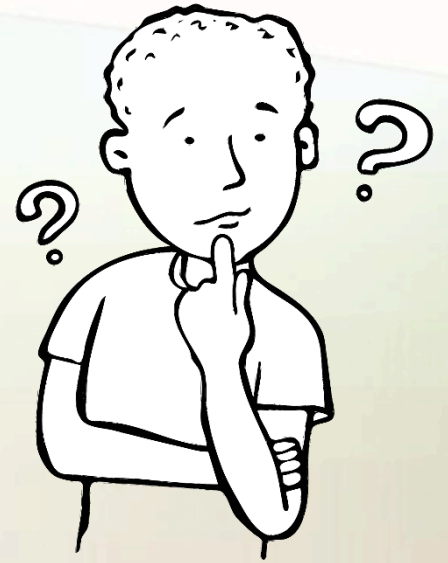


What is your role in School Improvement?

How do you
contribute to
the success of
your schools?

What is your
responsibility to
your schools?

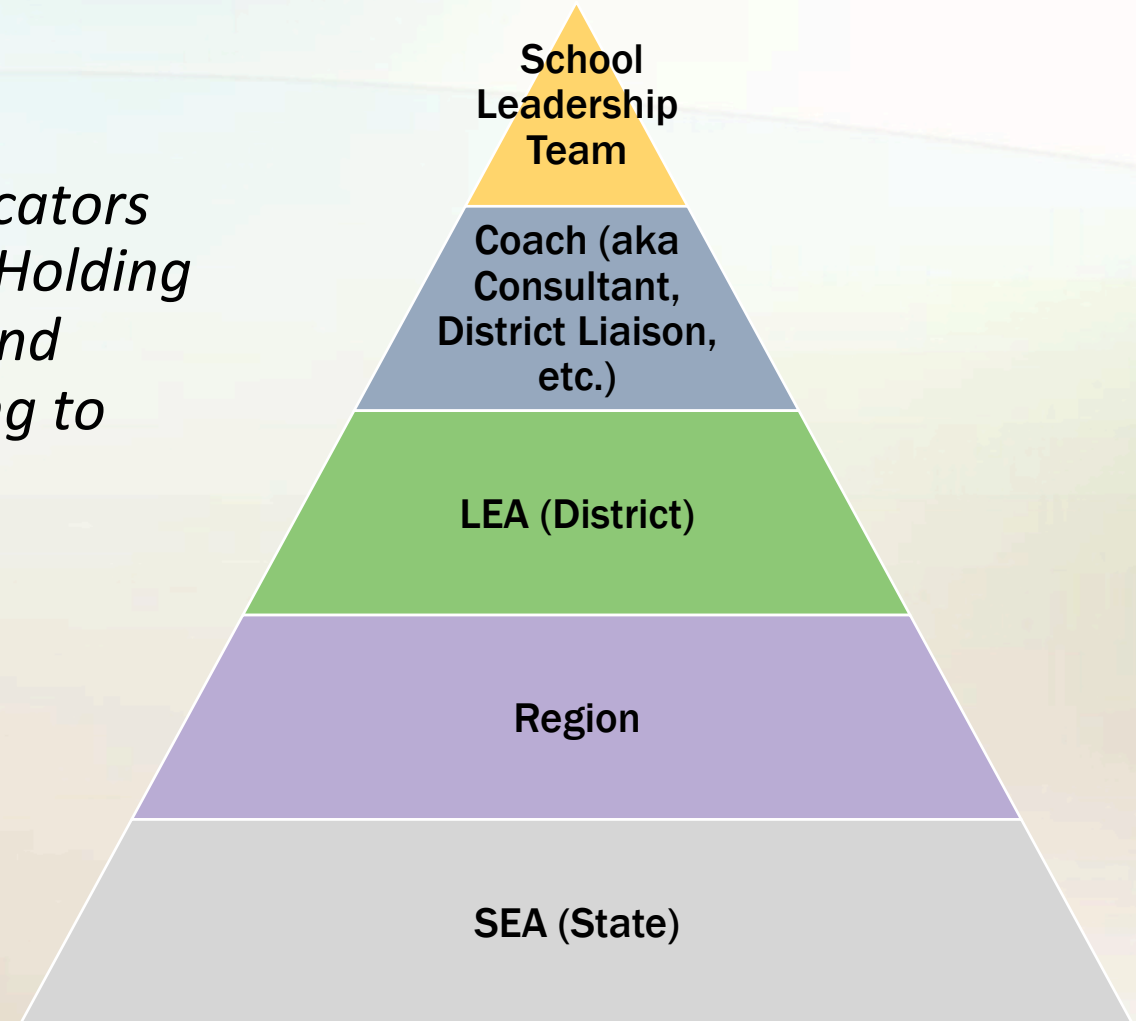
Individually?
As a team?



Support System

“Leaders must become better communicators and enforcers of what they want done. Holding people accountable to high standards and results is nothing to apologize for. Failing to stretch them to their potential is.”

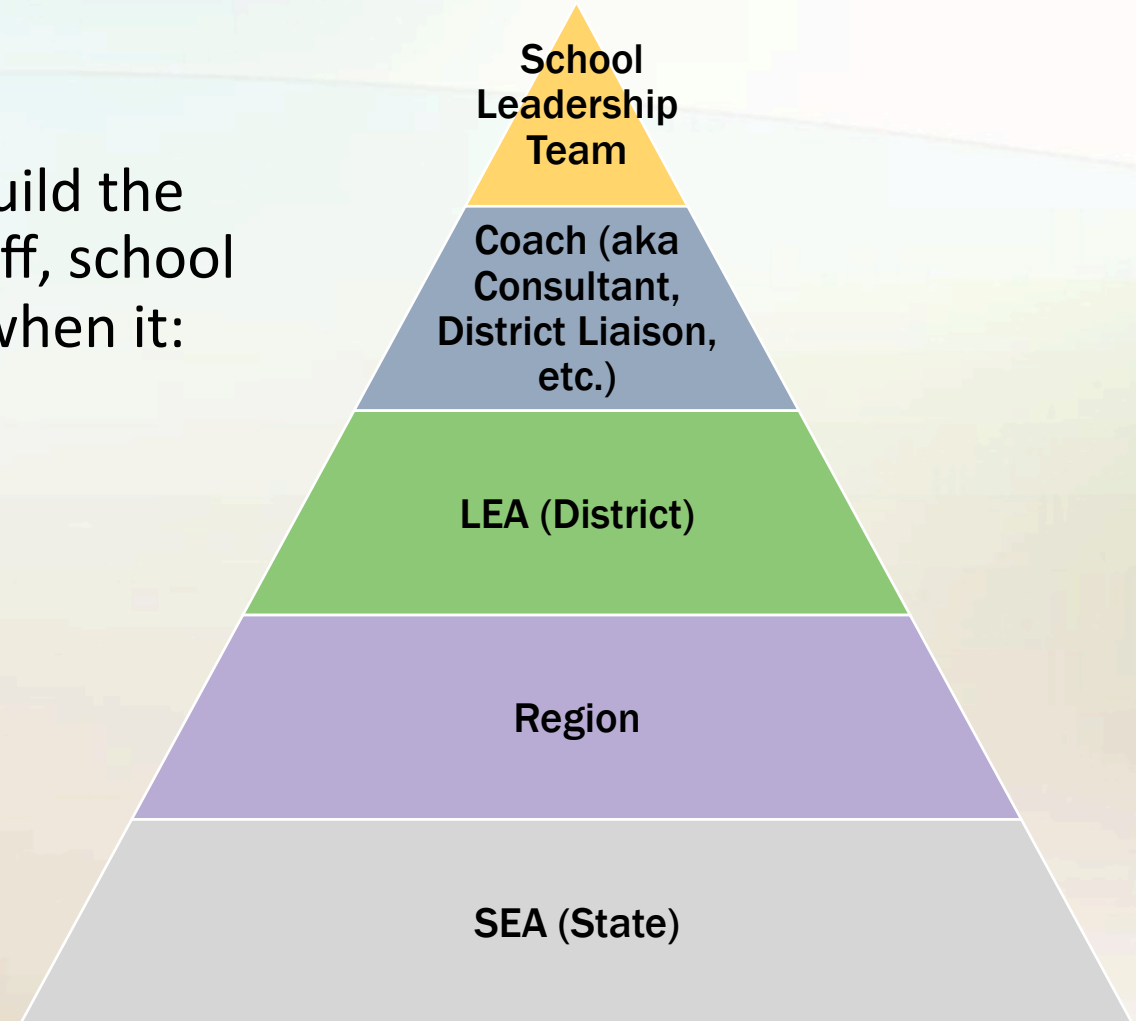
--DAVE ANDERSON



Support System

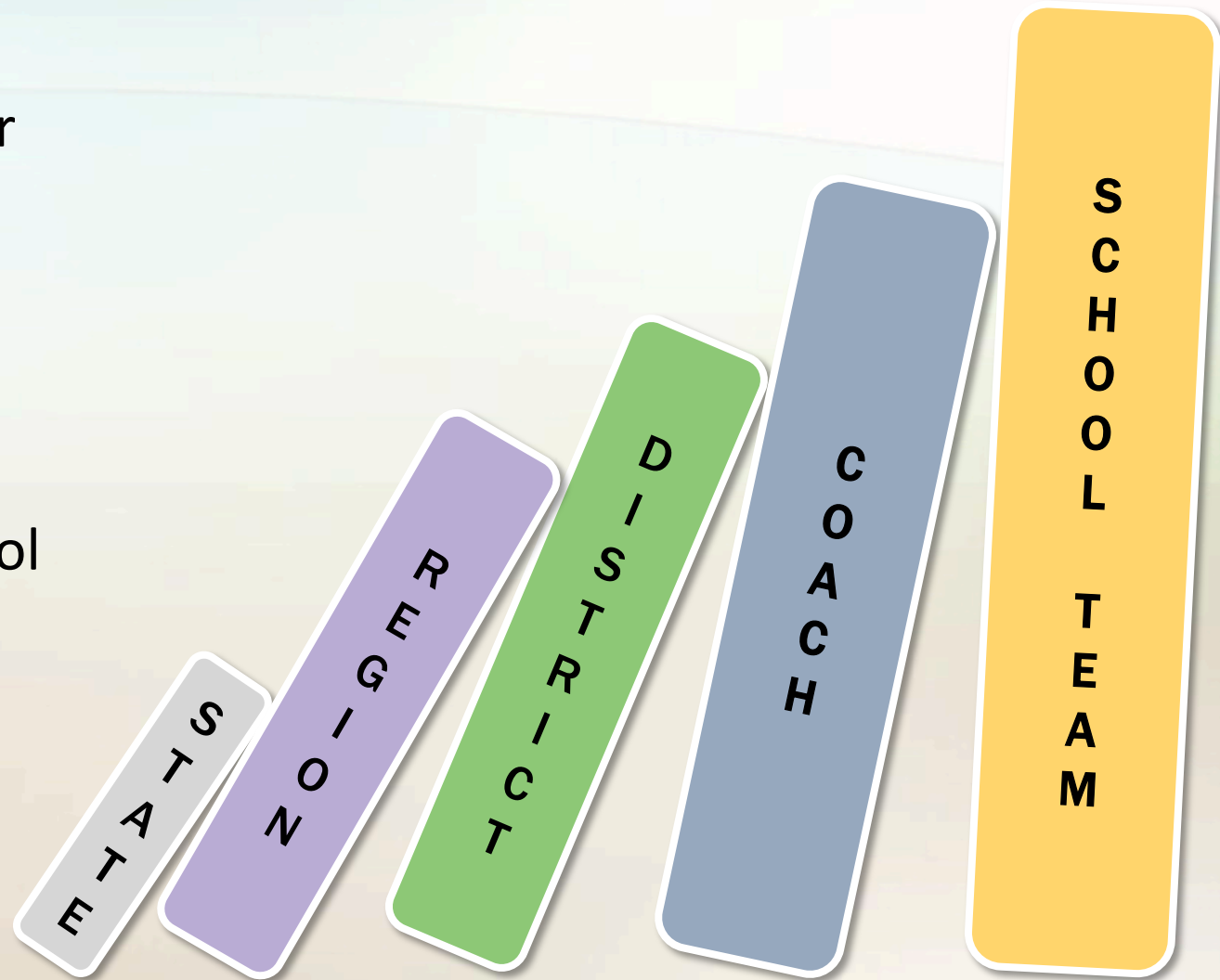
A district, through **Indistar®**, will build the capacities of all district support staff, school leadership, and leadership teams when it:

- Sets Expectations
- Reviews the Work
- Reviews Data & Progress
- Communicates & Supports
- Monitors Capacity & Growth



Support System

- Who do you lean on or into for support?
- Who leans on you?
- Why is support crucial to school improvement?
- What do you need to make it work?



What will your district be looking for in order to:



- measure a school's progress towards implementation,



- understand when and how to support schools,



- find successful implementation strategies.

Now...time to set some expectations!

Setting Expectations

Over-arching Expectations

- (examples)
 - All schools would work on and submit their indicators 3 x year on a specific date
 - Leadership Team meets 2x month for at least 1 hour to work on School Improvement (ACSIP)
 - District will provide district-wide Professional Development trainings/sessions for their schools 2x year

School-specific Expectations

- (examples)
 - Indicators worked on may vary by grade-levels, identification of schools, federal compliance status, etc.
 - Single school districts may only be able to meet 1x month due to size of staff and additional requirements
 - Large High Schools may meet more frequently
 - Some schools may need additional PD and/or technical assistance

Examples of expectations & resources:



Indicator Work

- View clusters of indicators
- Review the relationship they have to one another
- Review the Wise Ways research
- Are plans and tasks achievable?
- Realistic?
- Are teams on target?
- What evidence are they or should they review?
- Is there evidence of implementation?
- Is there a plan to sustain implementation?



Teaming

- Does the Leadership Team meet on a regular basis (Research says 2x/month)? How do you know?
- Is there a designated process manager?
- Is the team consistently assessing, planning, and monitoring implementation of the indicators of effective practice?
- Does the leadership use the Wise Ways research to guide their discussions?
- Do they use a culture of candor?
- Is there distribution of work?
- Is there a sense of urgency displayed by the leadership team?



Leadership

- Has the role of the principal as a change leader been established?
- Is the principal communicating the message of change?
- Does the principal lead the school leadership team?
- Is leadership facilitating and contributing to team discussions?
- Are changes being made to the principal's use of time?
- Does the team have a plan to relieve the principal of some duties in order for him/her to spend more time in classroom, with teachers, etc.?
(Distributed leadership)

What can the district and coaches see in ACSIP/Indistar:

Districts can:

- ✓ Work on their own District Improvement Plan
 - Assess indicators
 - Create plans & tasks
 - Monitor Implementation

What can the district and coaches see in ACSIP/Indistar:

Districts can:

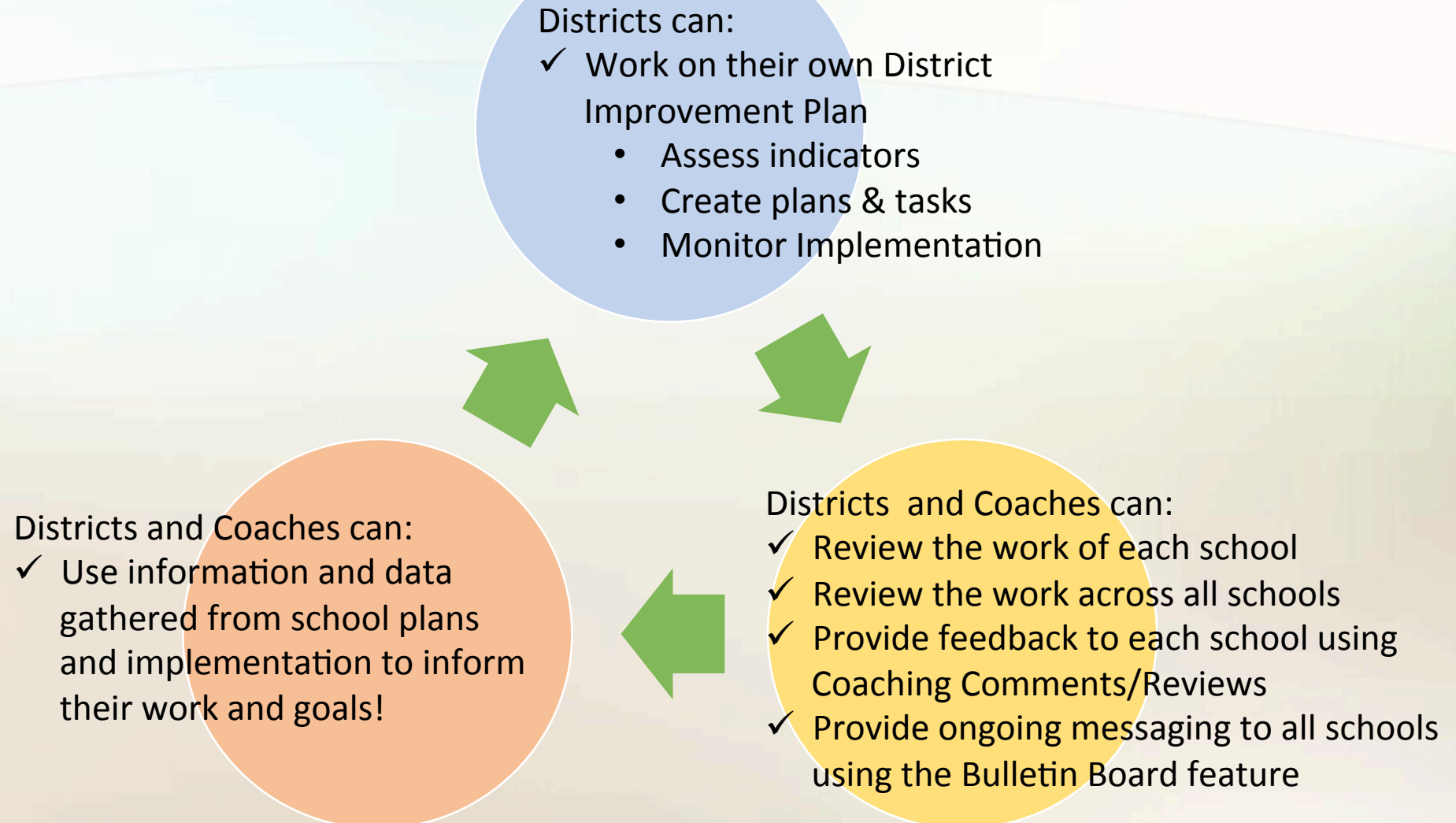
- ✓ Work on their own District Improvement Plan
 - Assess indicators
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Districts and Coaches can:

- ✓ Review the work of each school
- ✓ Review the work across all schools
- ✓ Provide feedback to each school using Coaching Comments/Reviews
- ✓ Provide ongoing messaging to all schools using the Bulletin Board feature

What can the district and coaches see in ACSIP/Indistar:





Putting on the Coaches hat...

Don't forget these important qualities of a coach...

- ✓ Self-responsible and self-challenging
- ✓ Good listener
- ✓ Comfortable with discomfort
- ✓ Willing to take risks and make mistakes
- ✓ Good model for respect and partnership
- ✓ Non-defensive
- ✓ Continual learner
- ✓ Ability to clarify vision and concepts
- ✓ Consistent
- ✓ Pioneering spirit and long-term perspective
- ✓ Dialogues with colleagues
- ✓ Encourages others
- ✓ Facilitates involvement of others



Check out the Coaching Module & other great PD Resources on www.Indistar.org

Now that you know your role as a coach,
let's talk about 3 very important details:



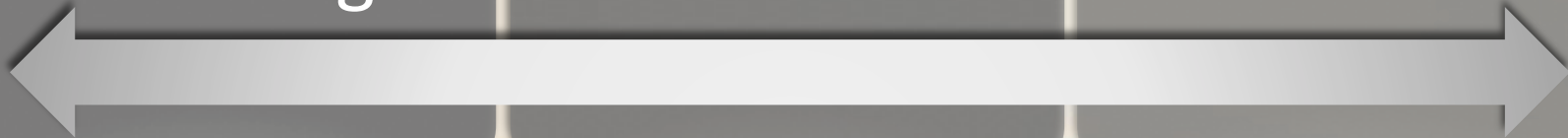
Virtual
vs.
In Person
Coaching



Good
feedback...
what does it
look like?



How often
should
coaching be
done?



Opportunities to Provide Feedback

Virtually

- Creates a buffer
- Quickly and easily gain access to the progress and work of the school team
- One-stop shop for a coach!
- Fiscally responsible
- Time efficient

In Person / Face to Face

- Strengthens relationships
- Strengthens team investment
- A coach has the ability to observe team dynamics, body language, etc.
- Witness to confirm the work being implemented in the school is aligned and calibrated to the plan

Good, consistent feedback!

- **Glow** – Celebrate the Successes
- **Grow** – Talk about what needs work
- **Questions** – Provide reflective questioning
- **Next Steps** – Guide the team to some next steps



Question Stems are a great way to guide a team!

Thoughtful, Reflective Questions

Sentence Stems

One of the most important jobs of a capacity building coach is to ask thoughtful questions for specific purposes.

Question Stems provide guidance that will help a team move forward effectively.

What:

Question Stems are designed to help capacity building coaches in their work with teams as one of the three skill sets required for communicating effectively.

Why:

How:

As a capacity building coach, careful thinking about the type of question you want to ask is important.

Considering the purpose of your question will help you choose effective questions.

Making it Work!

What does it take to make Collaboration and Communication work?



Support:

- to agree with or show approval
- to give help or assistance to

SUPPORT



Consistency:

- steadfast adherence
- to the same principles, course, form, etc.
- of the same quality
- continuing to happen

CONSISTENCY



Expectation:

- to consider probable or certain
- to consider reasonable, due, or necessary
- to consider bound in duty or obligation

EXPECTATION

Making it Happen – Next Steps

1

Who will provide feedback to our schools?

2

How often will feedback be given to our schools using Coaching Comments?

3

What will we be looking for? What are the district expectations for our schools?